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MULTIMEDIA UNIVERSITY

FINAL EXAMINATION

TRIMESTER 1, 2019/2020

PGE 0015 – GENERAL ENGLISH

(All Sections)

16 OCTOBER 2019
9.00 a.m. – 11.00 a.m.
(2 Hours)

INSTRUCTIONS TO STUDENT

1. This question paper consists of **SIX** printed pages with 2 sections.
2. Answer **ALL** questions.
3. Write **ALL** your answers in the Answer Booklet.

SECTION A: READING AND VOCABULARY [30 MARKS]

Instructions: Read the following passage and answer the questions that follow.

How to Read Pictures?

1 Sometimes when you read, you see the words as clear as a picture. Some words are easier to imagine as pictures than others. A duck is immediately recognisable, in what people, like cognition expert Ian Robertson, call the mind's eye. However, some words can be harder to visualise than others. For example, justice can be a little problematic for some people to imagine; perhaps it is a balance in your mind's eye, perhaps not. 1

2 As Robertson points out in his book, "The Mind's Eye", it takes longer to read a high imagery sentence than a low one. "The durian on the plate is reeking a sensuous odour" is more vividly pictured than "he works five days a week", but you will read the latter faster. When a sentence that is picture-rich is read, your mind works on two levels. First, your mind makes sense of the written letters and then it paints the picture in your head. Reading about a person who works so many days a week comes faster as those words do not invoke pictures at all. You may picture the person going to work but the words do not conjure images in your head in the way that a word like cat or dog does. 5 10

3 You can read a text more vividly by consciously picturing images that the text produces in your head, like a thing or situation. Some are more image prone, but others can learn to do so. Sometimes, the text connects immediately to your own experience. For example, a person who often travels would find the connection easily when reading a book about travelling to a certain destination. In a situation like this, the content that comes from the text and what is stored in your own memory becomes intermingled and reading becomes more intense as both you and the book's character are transported into a very recognisable situation. The character in the book can also be interesting to the reader if the reader can visualise the reality. The book becomes real to you because of that. If it is a text about something that you want to remember, the task becomes easier. Some people find that pictures embed in the head faster than just words and sounds. This also means that you can make the jump from words to pictures in your head faster if you are listening to, and not reading the words. 15 20 25

4 Rhythm and rhyme are something we learn in our childhood days. The first inkling or clue of rhythm was perhaps our mother's own heartbeats when we were still in the warm comfort of the womb. Some psychologists believe that the mother's rhythmic tapping of the baby's bottom to lull him or her to sleep is her instinctive replay of those beats. Our mind is always looking out for rhythms in speech as well as in written text. We remember by rhyme too. One-two, buckle my shoe; three-four, shut the door. The nursery rhymes we heard in our early days often did not make sense to us, but when we reach adulthood, we can easily recall and recognise the rhythm and rhymes. Therefore, nursery rhymes can be a great learning tool for early childhood education as it aids in children's memorizing skills. 30 35

5 The Greeks added this association between words and pictures to their box of tricks. They remembered things by connecting the two, sometimes in nonsensical manner, and created the art of mnemonics. For example, a long shopping list can be committed to memory by linking the words in a ridiculous chain. Mnemonics should be taught in all schools. This technique connects new learning to prior knowledge 40

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through the use of visual and acoustic cues. It is both creative and imaginative and a great way of making artificial memory work for a purpose.

6 Nevertheless, just as words trigger mental images, they can also hinder your inner sight. According to Robertson, this is because once language takes over, the brain's ability to imagine and see pictures is pushed aside. You will have seen those ambiguous pictures that flit between Sigmund Freud and an old lady, which either one appearing and vanishing to give way to the other. Some people see only one image, others will see the other image after intense concentration, or maybe after the eyes are relaxed enough to see it.

7 Robertson added that the next time you are given an ambiguous picture, try turning off your language thinking. You can turn off your language thinking by looking at the picture and repeating la-la-la to yourself. The la-la-la will divert your mind to give your eyes better view. This process is called articulatory suppression. Articulatory suppression is the process of inhibiting memory performance by speaking while being presented with an item to remember. Most research demonstrates articulatory suppression by requiring an individual to repeatedly say an irrelevant speech sound out loud while being presented with a list of words to recall shortly after. Researchers have found that the ability to memorize or recall anything while using articulatory suppression is significantly reduced. This is because the repeating of nonsense syllables prevents the individual from committing the information to memory.

8 Nevertheless, this was not entirely true with some profession. For example, interpreters have impressive working memories and studies have been carried out to investigate how the effects of articulatory suppression can have on their ability to translate and interpret language. Findings showed that interpreters are somewhat immune to the effects of articulatory suppression. "Interpreter", in computer science, is a program that executes instructions written in a high-level language. This could be because interpreters are quicker to transfer information to their episodic buffer, which may allow them to bypass the rehearsal that most people find necessary to retain information.

9 When learning languages, the ability to hear a word and then add that word to an individual's vocabulary is crucial to progressing in that language. Studies are being done to investigate the mechanism by which articulatory suppression inhibits that ability. With increased understanding of how that process works, improved learning and studying strategies may be able to be developed to help people with second languages or with other aspects of memory.

Adapted from Woon J. (2014, June 01). How To Read Pictures. [Online]. Retrieved from: <http://www.nst.com.my/opinion/columnist/lessons-in-how-to-read-pictures>

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Question 1: Contextual Clues (10 marks)

Instructions: Based on the passage, provide a word or phrase that best defines each of the following words.

- a) visualise (line 4)
- b) invoke (line 13)
- c) intermingled (line 22)
- d) inkling (line 31)
- e) nonsensical (line 41)
- f) trigger (line 47)
- g) intense (line 52)
- h) inhibiting (line 58)
- i) immune (line 70)
- j) mechanism (line 77)

Question 2: Relevant and Irrelevant Details (5 marks)

Instructions: For each statement, write **Relevant** if the statement is relevant and **Irrelevant** if the statement is irrelevant.

- a) Reading about a person who works so many days a week comes faster as those words do not invoke pictures at all.
- b) The character in the book can also be interesting to the reader if the reader can visualise the reality.
- c) The nursery rhymes we heard in our early days often did not make sense to us, but when we reach adulthood, we can easily recall and recognise the rhythm and rhymes.
- d) This technique connects new learning to prior knowledge through the use of visual and acoustic cues.
- e) “Interpreter”, in computer science, is a program that executes instructions written in a high-level language.

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Question 3: Distinguish Fact from Opinion (5 marks)

Instructions: Indicate whether each of the following statements from the article is a fact or an opinion.

- a) As Robertson points out in his book, "The Mind's Eye", it takes longer to read a high imagery sentence than a low one.
- b) You may picture the person going to work but the words do not conjure images in your head in the way that a word like cat or dog does.
- c) Some people find that pictures embed in the head faster than just words and sounds. This also means that you can make the jump from words to pictures in your head faster if you are listening to, not reading, the words.
- d) Some psychologists believe that the mother's rhythmic tapping of the baby's bottom to lull him or her to sleep is her instinctive replay of those beats.
- e) Interpreters are quicker to transfer information to their episodic buffer, which may allow them to bypass the rehearsal that most people find necessary to retain information.

Question 4: Comprehension (10 marks)

Instructions: Answer the following questions in complete sentences.

- a) What does the author mean when he says, "*Some people find that pictures embed in the head faster than just words and sounds*"?
(2 marks)
- b) Provide two supporting details on how rhythm and rhyme are something that we have learned in our childhood days (Paragraph 4).
(2 marks)
- c) What is the main idea that the author is trying to highlight in Paragraph 8 of the article?
(2 marks)
- d) How do you think the author feels about learning languages in Paragraph 9?
(2 marks)
- e) What can be predicted when the author claimed, "*Some people see only one image, others will see the other image after intense concentration, or maybe after the eyes are relaxed enough to see it.*" (line 51-53)
(2 marks)

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SECTION B: GRAMMAR [20 MARKS]

PART I: TENSES

Question I: Fill in the blanks (5 marks)

Instructions: Fill in the blanks with the verbs given in the correct tenses.

Grace is having a conversation with her friend, Matt.

Grace: My favourite band will be in town this Saturday. Let's go to the concert.

Matt: Oh, I would love to, but I 1. (be) _____ on a tight budget.

Grace: Don't worry, I 2. (buy) _____ your online ticket later after our class.

Matt: If you say so, yes, I will go with you. That is so kind of you, thanks.

Grace: Don't mention it! If you still remember, you 3. (pay) _____ for my movie ticket two months ago – and this is to repay you for that.

Matt: Oh yes, I remember that, but you really don't need to pay me back! Anyway, do you always play tennis? I 4. (see) _____ you last Sunday at the tennis court.

Grace: Actually, I don't really play sports, but I 5. (register) _____ as a tennis club member. That explains why I have to be there every Sunday!

PART II: Subject-verb Agreement

Question II: Error Analysis (5 marks)

Instructions: This extract contains 5 errors in subject-verb agreement. Identify these errors and correct them as shown in the example.

Example	Line	Error	Correction
0	1	... consume consumes...

Millions chow down on chocolate every day - the average American consume 1 4.5kg a year - but naysayers have long been stressing links between chocolate and obesity. Nevertheless, recently discovered biologically active phenolic compounds is helping to break down the stereotypes. Good quality chocolate (i.e. dark chocolate, or containing at least 70% cocoa) are chockablock... with antioxidants and vitamins. Therefore, chocolate could be doing the most for us - if consumed regularly and in moderation because with great power, come great responsibility. Excessive chocolate consumption may contribute to obesity and puking. Put down that giant box of Quality Street and stop at two or three pieces of quality chocolate per day. Chocolate contain 5 tryptophan, a chemical distributed in the brain. Tryptophan helps produce serotonin. Serotonin makes you happy. Cocoa butter contained in chocolate actually cover teeth with 10 a protective film, which can help against plaque and bacteria build up. Forget whatever your miserable dentist is telling you.

Adapted from Marsden, H. (October 2016). Why chocolate is actually good for you and you should be eating more of it. Retrieved from <https://www.indy100.com/article/reasons-why-chocolate-good-superfood-healthy-antioxidants-7356986>

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PART III: Run-ons, Modifier, Sentence Fragments and Parallelisms.**Question III: Error Analysis (10 marks)**

Instructions: The following extract contains errors in run-ons, modifier, sentence fragments and parallelisms. Identify 10 errors and correct them as shown in the example. The first error is stated as the example.

Example	Line	Error	Correction
0	1	...rise, it...	...rise, and it...

Phone addiction is on the rise, it is harming our minds. Searches for 1
 “phone addiction” have risen steadily in the past five years, according to Google Trends, “social media addiction” follows it closely. Interestingly, phone addiction and social media addiction are closely intertwined. Especially for 5
 younger people who are continuously active on social media. According to a growing number of studies, this pastime is becoming more addictive this addiction is linked to some serious mental health risks.

Two experiments on mobile phone addiction had been conducted at two business schools by Italy and France professors. They requested their students to give up their smartphones for a day. Most of the students, who could plan which day they would give up their phones, felt some degree of anxiety. They did not know what to do with the extra time, for example while eating breakfast, wait for next classes and riding on public transportation. Students who were without phones managed to observe how often people checked their phones one student pointed out that his friend checked his phone four times in a 10-minute period. 10
 15

Another experiment in America with the same method found that students performed worse on mental tasks. They displayed withdrawal symptoms. Like increased heart rate and blood pressure when they were not allowed to bring their phones to class. Students also reported that they felt a sense of loss of their extended self. 20
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Excessive usage of mobile phone is dangerous. A study last month looked at the rise in mental depression, suicidal thoughts and failing in academic in teenagers in recent years, and the CDC had noted a rise in the rates of both over the years 2010-2015, and they found that particularly girls were at risk. Their suicide rate rose by 65 per cent in those five years. Therefore, the society must work on reducing the rate before it keeps rising. 25

The researchers have found a tight relationship between mental health issues and a rise in “new media screen activities.” About 48 per cent of those who spent five or more hours a day on their phones had thought about suicide or made plans for it. Researchers have proven that smartphones have been contributing to most health issues among teenagers. Interestingly, teens who spent more time playing sports, socialising with friends, and meet family members had a lower risk for both depression and suicide. 30

*Adapted from Walton, A.(2017) Phone addiction is real and so are its mental health risk.
 Retrieved from <http://forbes.com/sites/alicegwalton/2017/12/11/>*

End of Paper